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ABSTRACT

An outline of evaluation guidelines for multicultural education is provided as an aid to local Washington state school districts. The guidelines are divided into sections on curriculum, instruction, and staff development. Within each section, a goal statement is followed by specific recommendations. For example, to achieve the instructional goal of developing an appreciation for cultural diversity, it is recommended that classes consist of culturally diverse populations, instructional activities include examinations of racism and prejudice, and subject matter encompasses racial, ethnic, and cultural topics. A bibliography concludes the booklet. (LP)

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GUIDELINES FOR

MULTICULTURAL EDUCATION

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UD 022 938

Office for Equity Education's Multicultural Education Resource Series

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INTRODUCTION

We live in a pluralistic society. The notion that America is a melting pot does not have credibility. We the people of America have not melted into a homogenous mass. The cultures we have been given have proven durable. The elements of these cultures are beautiful and enrich our lives.

But there is more reason than the beauty of cultural diversity to teach our children and young people to embrace multicultural learning. We as a nation have so many strong strains of ethnic, cultural, linguistic and religious differences that we cannot afford the cost in human potential that any other course would demand.

The purpose of this publication is to assist local school districts as they seek ways to enhance their own programs in multicultural education towards the end that students may better understand and appreciate other cultures as well as their own.

Warren H. Burton
Director
Office for Equity Education

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POLICY STATEMENT ON MULTICULTURAL EDUCATION

Adopted: July 24, 1981

"Multicultural education is an interdisciplinary process rather than a single program or a series of activities. The concepts embraced by cultural pluralism, ethnic and intercultural studies and intergroup and interpersonal relations are included in this process."

GUIDELINES

The following guidelines have been developed to assist local educational personnel in the evaluation of multicultural elements within the curriculum. These guidelines are divided into three areas: Curriculum, Instruction and Staff Development, each of which includes a goal statement and minimal objectives.

1. Curriculum.

   a. Goal: To provide curricula, K-12, which will develop an understanding of and an acceptance of racial, ethnic, and cultural groups as an integral part of education for a culturally pluralistic society.

      The curriculum should include the following:

      - Specific information on the history and culture of racial, ethnic, and cultural groups in the community, the nation, and the world
      - Specific information on historic events, situations, conflicts, and interpretations from diverse ethnic perspectives
      - Specific information on the contributions that racial, ethnic and cultural groups have made to the development of American civilization
      - Specific information on the social and economic conditions which racial, ethnic, and cultural groups have experienced and continue to experience in the United States
      - Specific information on the nature of racism, bias, and prejudice as these affect the behavior and experience of racial, ethnic and cultural groups

   b. Goal: To provide curricula, K-12, which will develop an appreciation for racial, ethnic, and cultural groups as an integral part of education for a culturally pluralistic society

      The curriculum should promote the following:

      - Valuing ethnic heritage
      - Valuing the uniqueness of other cultures
      - Valuing the richness of American cultural diversity
      - Respecting diverse racial, ethnic, and cultural groups throughout the world

- o Eliminating stereotypes related to racial, ethnic, and cultural groups

- o Being sensitive to individual traits of racial, ethnic, and cultural groups

2. Instruction.

   a. Goal: To provide instruction, K-12, which will develop an understanding of an appreciation for racial, ethnic, and cultural groups as an integral part of education for a culturally pluralistic society

      Instruction should include the following:

      - o Creation of an educational climate in which different cultural and linguistic patterns are valued and nourished

      - o Grouping of students to reflect cultural diversity where possible

      - o Utilization of instructional activities which recognize and appreciate the student's cultural identity and heritage

      - o Evaluation of the nature of racism, sexism, bias, discrimination, and prejudice

      - o Use of instructional activities that promote an understanding of and a respect for a variety of cultural behavior patterns, as well as physical features

      - o Use of instructional materials which reinforce the concept of America as a pluralistic society

      - o Incorporation of racial, ethnic, and cultural instructional materials in subject areas

      - o Creation of a school environment that reflects the ethnic diversity of the community

      - o Participation of students and staff from different ethnic backgrounds in school activities

3. Staff Development.

   a. Goal: To provide inservice training for local school district personnel which prepares them to design, manage, and implement multicultural education. This may be accomplished through the following:

- Inservice activities which will allow teachers to explore attitudes and feelings about their own ethnic identity

- Inservice activities to identify instructional strategies and techniques appropriate for multicultural education

- Training in assessing the strengths and needs of students from varied cultural backgrounds in order to develop multicultural instructional programs

- Training for identification of stereotyping, discrimination, bias, and prejudice

- Instruction in the purposes and appropriate uses of instructional materials relating to multi-ethnic studies

Resources:

Curriculum Planning for Equal Educational Opportunity, Superintendent of Public Instruction, March, 1973.

Handbook I, Guidelines for the Development of Instructional Materials Selection Policies, Superintendent of Public Instruction, March, 1981.

Joint Policy Statements, Washington State Board of Education and Washington State Human Rights Commission, 1970, 1973, 1976 and 1979. (The joint policy students of 1970 and 1973 were updated in 1979.)

Student Learning Objectives for Multicultural Education in the Basic Skills, Superintendent of Public Instruction, 1979.